**K-5 ELA Lesson Plan**

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| **Teacher:**  **Raye Beitzell & Janice Eads** | | **Grade: Second Grade** | | | **Date(s)**: 8/29/12 – 9/5/12 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Task 2 – T – Chart / Contractions | | |
| **Essential Question(s): How do the characters in the story respond to major events and challenges?**  **How can we create contractions?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **T – Chart –Multi Character Event (anchor chart and class set)**  **Index cards (4x6) –Whole punched in corner**  **Rings**  **Dr. Contraction Materials – printout of words for contractions, mini bandaids**  **AV equipment to Jeopardy Game**  **White paper for Writing activity** | | | | **Words to Read Selection Words**  **you’re clutched**  **second terrific**  **great spirit**  **either**  **laugh Additional Words**  **certainly recreation**  **worst challenge**  **solution**  **character** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Word Study**  **Standards:**  **L.2.4a. – Use sentence-level context as a clue to the meaning of the word or phrase**  **L.2.2e – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings**  **I Can Statement(s):**  **I can use a dictionary to check the meanings and spellings for my weekly word work.**  **I can successfully spell my weekly words.**  **Instructional Plan:**  **1. Whole Group – Teacher will post the words on the board. Teacher will discuss with students the meaning of each word in their own words. Then teacher will use the document camera to show the students the actual definition in a dictionary. The teacher will write a definition of each word on the board.**  **2. Independent Work: Students will write one vocabulary word on the front of an index card and illustrate. Then the student will flip the card over and write the definition and a sentence on the back of the index card.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice   X Independent | **Reading**  **Standards:**  **RL.2.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL.2.7 – Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **L.2.1 – Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. when other kids are happy, that makes me happy).**  **I Can Statement(s):**  **I can identify major events and challenges in a story.**  **I can share ideas about the ways characters respond to major events and challenges.**  **Instructional Plan:**  **1. Whole Group –Listen to the story on CD as the students track the story in their basal. Review the T-chart completed with Chrysanthemum.**  **2. Independent work - Complete the t-chart of the character problem/solution activity below. (T-Chart / Task 2)** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice   X Independent | **Writing**  **Standards:**  **W.2.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. Because, and, also) to connect opinion and reasons and provide a concluding statement or section**  **W.2.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing**  **I Can Statement(s):**  **I can illustrate my favorite recreational activities.**  **Instructional Plan:**  **1. Whole Group – Teacher will discuss what Ronald Morgan’s favorite recreation activity is (baseball). Students will share with the teacher some of their favorite recreational activities, as the teacher records answers on the board. Students will be guided to complete a graphic organizer with 4 of their favorite recreational activities. Students will write what their activity is, illustrate it, and generate a sentence explaining why they chose their activity.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared  X Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **L.2.2c – Use an apostrophe to form contractions and frequently occurring possessives**  **L.2.3 – Use knowledge of language and its conventions when writing, speaking, reading or listening.**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **SL.2.1a – Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, and text under discussion).**  **I Can Statement(s):**  **I can define the meanings of contractions.**  **I can create contractions from 2 words. (Dr. Contraction)**  **Instructional Plan:**  **1. Partner Work – Complete Dr. Contraction activity. (Pinterest)**  **2. Whole Group – Play Jeopardy game from Waltke’s Web for Unit 2 – Ronald Morgan Goes to Bat.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; sharing problem / solution (t-chart activity)** * **Daily review of “I can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Partner work to complete Dr. Contraction activity. Small group for completion of T-chart.** | | | **Anchor charts, vocabulary cards and t-chart** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Task 2 – T-chart for Ronald Morgan**  **Jeopardy Game from Waltke’s Web**  **Dr. Contraction Activity from Pinterest**  **DIBELS Testing continued**  **Ronald Morgan Selection Test (optional if students are ready)** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*